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ABSTRACT

This paper describes the 1999-2000 Adult Basic Education (ABE) Teacher Development Project at the University of Hawaii at Manoa. The project's goals were to help the Hawaii Department of Education develop the infrastructure to provide continuous support to its ABE teachers and to disseminate information to and among ABE teachers. Its two objectives were to hold a minimum of three workshops in which teachers could network and share ideas and to disseminate information to the community schools about resources and training activities offered by other organizations. Workshop awareness involved sending flyers to community schools. Workshop topics were identified through surveys of ABE teachers from previous projects and input from ABE administrators at the state and school level. The workshops focused on the importance of jobs and using standards to choose and use instructional materials for ABE and English as a Second Language learners. Community school teachers were trained to conduct the workshops. This report reviews the five workshops that were conducted by the project. It also presents the number of participants at each workshop, workshop problems and benefits, and recommendations for similar projects. The 10 appendixes include workshop agendas and workshop evaluations for each event. (SM)

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# The Adult Basic Education (ABE) Teacher Development Project July 1, 1999 to June 30, 2000

# Final Report

ED 446 089

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Conducted by the University of Hawaii, College of Education
Teacher Education and Curriculum Studies Department
Lawrence Zane, Principal Investigator
Ruth N. Truce, Project Coordinator

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**Introduction:**

The ABE Teacher Development Project (1999-2000), is the fourth project that the University of Hawaii, College of Education has conducted under a grant from the State of Hawaii, Department of Education (DOE). The project's goal was determined by the DOE's need to provide in-service training to ABE teachers, many of whom need to update their skills in order to teach English to adults; develop professionally; and network and share ideas with other educators to meet the needs of the adult learners effectively. These teachers usually work with adults who are learning English as a Second Language (ESL). The project was open to ABE/ESL teachers from all 11 community schools throughout the state.

The project's goals were to help the DOE develop the infrastructure to provide continuous support to its ABE teachers and to disseminate information to and among the ABE teachers. Its two objectives were to:

1. Hold a minimum of three workshops in which teachers may network and share ideas.
2. To disseminate information to the community schools about resources and training activities offered by other organizations.

This report provides the overview of the five workshops the project conducted and includes the number of participants and evaluation summary for each workshop as well as benefits, problems, and recommendations for similar projects.

**Awareness of the Project:**

The project attempted to build awareness of its services in two ways. Project staff members met with Annette Young-Ogata, the Educational Specialist in the community education section of DOE who conducts training for the community schools. The purpose of this meeting was to discuss the project and what services it could offer and to find out what the DOE's priorities were for community school teachers so that the project's efforts could be aligned with those of the DOE. The project also sent information about its goals, objectives, and services to all community school principals and vice principals.

Flyers, including registration information, and agendas for each workshop held on Oahu were sent to all 11 community schools three weeks before the workshop took place. One week prior to each workshop, the names of teachers who had registered were faxed to their respective schools to inform the principals and vice principals of who from their schools was planning to attend the workshop. Maui and Kauai Community Schools did not participate in the first workshop because the administration at both schools believed that the topics were not pertinent to their teachers. The project invited them to submit possible topics for workshops that would address their staffs' needs and interests so that the project could better serve their specific needs. Neither Maui nor Kauai gave any suggestions.

## Identifying Workshop Topics

The project identified workshop topics through: 1) a survey of potential workshop topics based on teachers' evaluations from the previous projects, which were distributed to participants at the first workshop, and 2) from input by ABE administration at both the state and school level. Teachers wanted lessons and materials that they could immediately implement in their classrooms while, in keeping with the DOE Superintendent's focus on meeting high standards, the administration wanted teachers to align their curricula with the competencies measured by the CASAS (Comprehensive Adult Student Assessment System).

## Training of ABE/ESL Teachers to Conduct Workshops

Three teachers from Hilo Community School for Adults conducted four of the five project workshops. These teachers were identified by their vice-principal as good candidates for teacher trainers. In order to help them plan the workshops that addressed aligning curricula with standards, the project sent them, along with their vice-principal and the project coordinator, to attend a seven-hour workshop, *Selection & Utilization of Instructional Materials for ESL Learners*, conducted by Dr. Belen Ongteco of the Northwest Regional Laboratory in January. This workshop covered:

- criteria for selecting and evaluating ESL instructional materials,
- adapting regular English texts for use with ESL students,
- practicing various strategies for use with selected materials, and
- aligning ESL standards with the Hawaii Content and Performance Standards II.

The vice-principal and project coordinator reviewed what the teachers had planned and suggested changes before the workshops were conducted, and provided feedback to the teachers after each workshop was completed.

## Project Workshops (Objective 1)

The project met its first objective by holding three workshops on Oahu and two in Hilo, which the staff from Hilo Community School for Adults organized. The project had planned to serve 80-120 people and actually served 92.

### October 16,1999 Workshop (McKinley)

Due to national and state initiatives to reform welfare and place more people in the workforce, the first workshop emphasized was the importance of jobs. The four-hour workshop, entitled *Preparing for and Keeping Jobs*, was held at McKinley Community School on Saturday morning. The workshop was designed to give participants an overview of agencies and programs that could help their students find jobs as well as classroom activities that developed skills used in job searches. The project arranged for speakers from the JobHelp Store, Hawaii Department of Labor &

Industrial Relations' First-to-Work program, Hawaii Department of Human Services, and McKinley Community School for Adults.

Five speakers were invited to present information on the above topics; three provided information about their agencies and programs, and two gave sample activities that they use with their students. The workshop was held as a large group session followed by a panel discussion. Ms. Letitia Oshiro from the JobHelp Store program shared that her program offered basic education, vocational skills training, and job placement services to immigrants from Asia and the Pacific Basin. Ms. Norma McDonald from the Hawaii Department of Labor & Industrial Relations shared that her department's mostly-widely-used services are for referral and placement that match workers and jobs at no cost. Ms. Kristine Foster from the Department of Human Services gave an overview of the welfare reform program, including rules and implementation thus far. Mr. Ken Nakagawa shared the First-to-Work Program's policies and roles of the welfare participants in terms of the required number of hours of work (paid or volunteer) they report on a monthly basis. Ms. Jan Liftee, ESL Teacher from McKinley Community School for Adults, shared strategies and resources used to prepare adults for the workplace. She included information about how to find job openings, write a resume, conduct oneself at interviews, and prepare other documents used by job hunters.

Eighteen people attended the workshop. The following is the breakdown of those who attended according to their school/organizational affiliations.

| Community School/organization | Number Attended |
|---|---|
| DOE (state-level) | 1 |
| Hilo | 2 |
| Farrington | 3 |
| Kaimuki | 2 |
| McKinley | 2 |
| Moanalua/Aiea | 2 |
| Wahiawa | 2 |
| Waipahu | 2 |
| Windward | 1 |
| Maui | 1 |
| | 18 |

Please see the Appendix A for the agenda of this workshop and Appendix B for a summary of participant evaluations.

February 12, 2000 Workshop

The project held a four-hour workshop, *Using Standards to Choose and Use Instructional Materials for ABE/ESL Learners Part 1*, on a Saturday morning in Hilo. The project organized the workshop with the help of Ms. Karen Maedo, Vice-Principal of Hilo Community School for Adults. Three teachers from Hilo Community School for

Adults, who had been recommended by Ms. Maedo as being able to train other teachers, conducted the workshop. Ms. Linda Damas, ESL Teacher, discussed the dimensions of the language lesson in the classroom, stressing what is taught; how learning takes place; shared expectations with roles and rituals; and personalities, attitudes, motivations, and fear. In addition, Ms. Christine Wakida and Ms. Catherine Wong, ABE Teachers, shared the qualities of effective teachers, including teaching strategies, methods and activities. They also discussed the first part of aligning the SCANS (Secretary's Commission on Achieving Necessary Skills) competencies published by the U.S. Department of Labor with those measured by the CASAS.

Eighteen people, primarily from Hilo Community School for Adults, registered for the workshop, and all attended. The following is a breakdown of those who attended according to their job titles.

| Title | Number Attended |
|---|---|
| ABE Teacher | 6 |
| ESL Teacher | 10 |
| DOE Educational Specialist | 1 |
| ABE Project Staff | 1 |
| Total: | 18 |

Please see Appendix C for the agenda and Appendix D for the summary of the participants' evaluation.

February 26, 2000 Workshop

The project repeated the February 12th four-hour workshop, *Using Standard to Choose and Use Instructional Materials for ABE/ESL Learners Part 1*, on Saturday morning in the Moanalua High School Library. Ms. Wakida, Ms. Wong, and Ms. Damas used feedback from the February 12th workshop to fine-tune the workshop. Thirty-two people registered for the workshop, but only 21 attended. The following is a breakdown of those who attended according to their community school/organizational affiliations.

| Community School/Organization | Number Attended |
|---|---|
| Alu Like | 2 |
| Farrington | 2 |
| Hilo | 4 |
| Maui | 1 |
| McKinley | 1 |
| Moanalua/Aiea | 1 |
| DOE | 3 |
| University student | 1 |
| Wahiawa | 2 |
| Waipahu | 1 |
| Windward | 3 |
| Total: | 21 |

Please see Appendix E for agenda and Appendix F for the summary of the workshop evaluation.

March 4, 2000 Workshop

The project held a four-hour workshop, *Using Standards to Choose and Use Instructional Materials for ABE/ESL Learners Part 2*, on a Saturday morning in Hilo. Ms. Damas, Ms. Wakida, and Ms. Wong were the presenters. This workshop went into more depth about aligning the SCANS with the CASAS. During the workshop, teachers were divided into groups according to whether they taught ABE or ESL teachers. In these groups, they worked with more hands-on activities and practiced planning lessons; selecting materials; and teaching strategies.

Twenty people, primarily from Hilo Community School for Adults, registered for the workshop, and all attended. The following is a breakdown of those who attended according to their job titles.

| Title | Number Attended |
|---|---|
| DOE Educational Specialist | 4 |
| ABE Teacher | 10 |
| ESL Teacher | 6 |
| Total: | 20 |

Please see Appendix G for the agenda and Appendix H for a summary of the participants' evaluation.

April 8, 2000 Workshop

The project repeated the four- hour workshop, *Using Standards to Choose and Use Instructional Materials for ABE/ESL Learners Part 2*, on Saturday morning in the Farrington High School Library. Once again, Ms. Wakida, Ms. Wong, and Ms. Damas used feedback from the previous workshop to fine-tune this workshop.

Nineteen people attended the workshop. The following is a breakdown of those who attended according to their school/organizational affiliations.

| Community School/Organization | Number Attended |
|---|---|
| Hilo | 4 |
| Maui | 4 |
| Farrington | 3 |
| McKinley | 2 |
| Kauai | 2 |
| Kona | 1 |
| University of Hawaii | 1 |
| Waipahu | 1 |

| | | |
|---|---|---|
| Windward | | 1 |
| | Total: | 19 |

Please see Appendix I for the agenda and Appendix J for summary of the participants' evaluation.

**Dissemination of Information and Resources (Objective 2)**

Future Professional Development Opportunities

Throughout the five workshops, the project distributed brochures about the following projects, workshops, and classes conducted by the University of Hawaii, College of Education (For more information, please call 808-956-7834.) or other organizations:

1. Title VII Graduate Fellowship for ESL/Bilingual Personnel Training: This program provides personnel training related to development, administration, and evaluation of programs serving Limited English Proficient (LEP) persons. The program pays for tuition, stipends, book allowances, and travel to field-study sites for students.

2. Project Bilingual Education and Lifelong Learning (BELL): This project is designed to upgrade the instructional skills and promote the career development of in-service, part-time teachers and educational assistants in the Hawaii DOE who teach ESL/bilingual education students. It provides for tuition, book allowances, and stipends.

3. Project Bilingual Education And Career Opportunities for Neighbor islands (BEACON): This project just started on July 1, 2000 and serves the islands of Kauai, Molokai, Maui, Lanai, and Hawaii. It is designed to improve the knowledge and skills connected with teaching LEP students; promote career advancement for DOE in-service, non-certified ESL/bilingual education paraprofessionals; introduce secondary students to the field of ESL/bilingual education; and upgrade the skills of ESL staff.

4. *Selection & Utilization of Instructional Materials for ESL Learners*: As mentioned previously, this seven-hour workshop conducted by Dr. Belen Ongteco of the Northwest Regional Laboratory was held in January and covered:
   - criteria for selecting and evaluating ESL instructional materials,
   - adapting regular English texts for use with ESL students,
   - practicing various strategies for use with selected materials, and
   - aligning ESL standards with the Hawaii Content and Performance Standards II.

5. *World Cultures 2000 Summer Institute*: This series of four two-credit classes was offered in July and covered cultural competencies and practical skills needed to work

and communicate effectively with diverse cultural groups, specifically Chinese, Hawaiian, Filipino, and Micronesian cultures.

Resources about Standards

The project purchased two books published by the international organization TESOL (Teachers of English to Speakers of Other Languages): *Program Standards for Adult Education ESOL Program* and *Managing the Assessment Process: A Framework for Measuring Student Attainment of the ESL Standards*. The project purchased multiple copies these books so that they would be readily available for ESL/ABE teachers to borrow them and use them as references when aligning their curricula with the SCANS competencies and designing lesson plans. Two copies of first book and one copy of the second book was distributed to all community schools. A copy of the first book was also sent to Ms. Young-Ogata, and three copies of the first book are housed at the Western Curriculum Coordination Center.

The project also distributed updated CASAS information regarding test score conversions to all the community schools.

**Benefits**

Teachers reported that they had benefited from the workshops, especially those focused on the SCANS competencies, because of the state's focus on standards. They also commented that many other teachers needed training in aligning the CASAS with the SCANS competencies.

Teachers from the neighbor islands took the lead in conducting workshops, and this allowed more neighbor island teachers to be trained.

**Problems and Recommendations**

Disseminating information about project activities to teachers

Problem: Because the project does not have individual addresses for the teachers, it sent information about its activities to the community schools and asked each school to disseminate them. This was done to ensure that each school administration knew that their teachers could participate in the project and what services and activities the project offered. The project learned that the teachers who teach off-campus don't always check their mailboxes so they often missed announcements for workshops. Some schools chose not to share the information with their teachers because they remembered that prior projects only served one school. Also some schools on the neighbor islands chose not to inform their teachers about the workshops because they could not afford to send their teachers to attend. (One teacher from the neighbor island learned about the first workshop through a source other than the school and project and decided to attend the workshop on her own.)

Recommendations: 1) If the project could get addresses for the ABE/ESL teachers from the community schools, then it could also send information directly to the teachers. 2) Project staff and DOE state-level staff could stress to school administrators that the restriction to one school was in the past; that the current project is for open to all ABE/ESL teachers; that the project and DOE are working in partnership to offer these training opportunities; and that it's in the schools' and teachers' best interest to take advantage of the project's services. 3) If it's possible to conduct training on the neighbor islands, the project needs to stress that fact to the schools on the neighbor islands and work closely with the schools' administrators to plan the training and follow-up activities.

Compensation for Participants

Problem: Some ABE/ESL teachers reported that they could attend all the workshops but chose only to attend one or two because they weren't being compensated for attending.

Recommendations: 1) The importance of assuming personal responsibility for one's own professional growth could be stressed to the teachers. 2) If sufficient funds are available, community schools may want to consider giving teachers a small stipend for attending a series of professional development activities.

Scheduling

Problem: The project scheduled workshops for Saturday mornings because it was convenient for most teachers, except for those who teach that day; however, on at least two occasions, other organizations also offered training opportunities at that time. At same time as the project's first workshop, there was another workshop also held at McKinley, and Hawaii TESOL rescheduled its roundtable to a date that conflicted with another project workshop that had already been announced.

Recommendation: A master calendar of training opportunities offered by various organizations (e.g. the DOE at both the state and community school level, project, and Hawaii TESOL) could be compiled to help avoid scheduling conflicts.

Adult Basic Education (ABE) Teacher Development Project
***Preparing for and Keeping Jobs***
Saturday, October 16, 1999
8:00 a.m. to noon
McKinley Community School for Adults

| | | |
|---|---|---|
| 8:00 – 8:15 a.m. | Registration and Exhibit Tables | |
| 8:15 – 8:20 a.m. | Welcome and Logistics | Ruth Truce |
| 8:20 – 9:00 a.m. | Services at the JobHelp Store and One-Stop Centers (Workforce Development Division, Hawaii Dept. of Labor &Industrial Relations - DLIR) | Norma McDonald<br>Letitia Oshiro |
| 9:00 – 9:40 a.m. | Services available from the Hawaii Dept. of Human Services (DHS) | Kristine Foster |
| 9:40 – 10:00 a.m. | Break and Exhibit Tables | |
| 10:00 – 10:15 a.m. | Questions and Answers for DLIR and DHS | |
| 10:15 – 11:15 a.m. | Effective Strategies and Resources used by ABE and ESL teachers to prepare adults for the workplace | Jan Liftee<br>Ken Nakagawa |
| 11:15 – 11:45 a.m. | Sharing of Effective Activities and Resources | Small Groups |
| 11:45 a.m. – noon | Wrap-up and Evaluation | Ruth Truce |

EVALUATION (10/16/1999)

1) Topic objectives were clearly presented
Strongly agree – 9
Agree – 11
Disagree – 0
Strongly disagree – 0

2) Speaker showed good command of the subject
Strongly agree – 11
Agree – 9
Disagree – 0
Strongly disagree – 0

3) Speaker responded to needs of groups and encouraged participation
Strongly agree – 8
Agree – 11
Disagree – 0
Strongly disagree – 0

4) Program materials were used effectively
Strongly agree – 6
Agree – 10
Disagree – 0
Strongly disagree – 0

5) What did you get out of this workshop?
-Kristine Foster was an excellent presenter. She made complex material very clear and was interesting to listen to.
-Info on welfare reform.
-Valuable info to share.
-Job-help resources, better understanding of welfare changes.
-Information about DLIR, DHS, and helping the students to prepare their jobs.
-Informative.
-Information I did not know about before.
-The resources available in the community.
-Rich resources on the subject matter. Informative and educational.
-New information.
-A lot from Norma, Letitia, Kristine, and Ken.
-Kristine Foster's review of welfare reform was well done. Appreciated the explanation! Jan did a great job providing application/resume hints.
-Good background on one-step services, welfare reform.
-I did not realize the incredible amount of services that the workforce development division offers. I didn't realize that everyone who needs help with career assistance can receive learning information or education. The information by Kristine Foster was so enlightening. I understand welfare reform and its implication better now.

-There is a lot of different ways to get a job. Specially from the DLIR and get information from the one stop centers.
-It is important to get information about what other agencies are doing. Adult education programs represent student interests and needs and today's program shows how we can access services (Employment services).
-The latest information regarding welfare reform and what the future will bring – one stop centers; networking with teachers, useful brochures and handouts.
-Excellent information.
-Information about ETF.

6) What ideas/activities will you use when teaching?
-Mock interviews.
-About public assistance limited time clock.
-Info on one-stop centers.
-That there are resources out there people may not know about even if they are eligible.
-Information regarding welfare changes, job help, job seeking skills.
-Encourage them to visit and use these engines for their needs.
-To share the information as needed.
-Share the brochures with students.
-The information I've obtained.
-Info on FTWI and ETF and employment resources.
-Much of Jan's presentation is useful.
-I will use this information to plan parent workshops and activities. The parents in our program have expressed the desire to find better employment and receive more education.
-About the job interviewing and the writing of a resume; how to do it and so on…
-I will go to the Department of Labor to learn about services. Share Career Kokua information and take students to Kaneohe Dept. of Labor to access services.
-Pass on information regarding available resources in community, handouts from Jan.
-Resume writing and interviewing tips.

7) What did the speaker do to make workshop a success for you?
-Stressed the difficulty of the current job market.
-About how to help to find the job.
-Gave me info on subjects that would be helpful to my students.
-Shared new info.
-Presented useful information.
-The speakers are telling what they are doing in their work. Practical.
-Broaden my outlook on job search.
-DOE, DLIR and DHS speakers shared their program project areas that I did not know about. Was good to hear how one can get assistance.
-Norma McDonald's presentation and video, Jan Liftee on resource writing and other handouts.
-The speakers were knowledgeable, informative and well-spoken.
-Helpful information to convey to students as well as teachers.
-Attempted to link their jobs with ours.
-Clear concise information; good handouts and brochures.

-That I can give more information to my students that I have not known about the one stop centers and that many ways to find a job.
-Well organized, good delivery, important information.
-Handouts, answering of concerns/questions, clear presentations, useful, relevant information was presented.
-Encourage questions to be asked.

8) What other topics would assist you in teaching?
-Finding free resources on many different topics.
-About how to prepare for job interview.
-Book fair-presentation by publisher's representatives, time for us for perusal.
-The students seem to need jobs rather than information.
-Linking standard-based education with practices/changes in the classroom.
-Conversational writing activities; assessment (testing).

9) What additional materials and activities would assist you in teaching?
-More workshops to share classroom activities and strategies; appraisal instruments.
-Keep sharing your info so we know what is being offered as workshops.
-The brochures, booklets, pamphlets, etc. are all helpful.
-In looking over hand from Kristine, she has in written form a summary of her talk and also Ken's.
-Copies of resumes (all types), and sample interview questions.
-All CASAS will undergo FOL. Are there common links? Even sharing what other CASAS are doing about FOL is valuable.
-If it's possible, I would like to take my students to these job help store or one stop place.
-New ideas/handouts are always welcome!
-Longer break time or time at the end to individually ask the questions or even submit anonymous questions to the speakers.

10) Additional comments:
-Especially good speakers were Kristine Foster and Jan Liftee. Thank you.
-Thank you for nice refreshments. Nicely done video.
-Thank you for providing this session. Continue to share more workshop info with us.
-Having different speakers talking about the various job resources, programs, and training available was very helpful.
-Well presented workshop-very valuable information received.
-I came to get info about teacher training cadre and to learn about content (materials) and future of the cadre. Ken was redundant since Kris covered all that before him. Jan was excellent! So was Kris, whose handout and articulate presentation explained welfare – in a nutshell. Thank you! A worthwhile day!
-The moderator Ruth Truce did an excellent job.
-Thank you..very informative presentation.

Adult Basic Education (ABE) Teacher Development Project
Selection and Utilization of Instructional Materials for ESL Learners
Saturday, February 12, 2000
8:45 a.m. to 12:00 p.m.
Keaukaha Library
240 Desha Avenue
Hilo, Hawai'i

| | | |
|---|---|---|
| 8:45 9:00 a.m. | Registration | Linda Dama<br>ESL Teacher |
| 9:00 9:30 a.m. | Welcome and Logistics | Karen Maedo<br>Vice-Principal |
| 9:30 - 9:45 a.m. | Effective Teacher Traits | Catherine Wong<br>ABE Teacher<br>Christine Wakida<br>ABE Teacher |
| 9:45 - 10:15 a.m. | Teacher Strengths in teaching | Catherine Wong<br>Christine Wakida |
| 10:15 - 10:30 a.m. | Break, refreshment, and networking | Hilo participants &<br>Ruth Truce |
| 10:30 - 11:00 a.m. | Class Dynamics | Linda Damas |
| 11:00 -11:45 a.m. | Aligning SCANS competencies with CASAS (Part 1) | Catherine Wong<br>Christine Wakida |
| 11:45 a.m.- 12:00 p.m. | Wrap - up and Evaluation | Ruth Truce<br>ABE Coordinator |

ABE Workshop
Hilo, HI
EVALUATION (2/12/2000)

1) Topic objectives were clearly presented
Strongly agree – 12
Agree – 3
Disagree – 0
Strongly disagree – 0

2) Speaker showed good command of the subject
Strongly agree – 11
Agree – 4
Disagree – 0
Strongly disagree – 0

3) Speaker responded to needs of groups and encouraged participation
Strongly agree – 12
Agree – 3
Disagree – 0
Strongly disagree – 0

4) Program materials were used effectively
Strongly agree – 11
Agree – 4
Disagree – 0
Strongly disagree – 0

5) What did you get out of this workshop?
- Allignment of SCANS, CASAS, Adult School, objectives.
- New ideas for teaching
-I have a more clear idea of what the goals and objectives and expectations for adult education are.
- Good ideas, information to improve my teaching, sharing ideas with other teachers.
- Review of performance standards
- New ideas to use in a class.
- Different type of teachers.
- Organizational help peer learning; leadership and cooperative skills.
- New tips – liked the teacher assesments
- Characteristics of teachers, teaching tips
- I'm a thinker – true!
- Support; strategies for coping with a difficult CB class.
- Very important papers
- This "color" system failed totally the last time it was used in a workshop, this time it worked!

6) What ideas/activities will you use when teaching?

- Involvement of students.
- I will try different teaching methods.
- How to make my lessons more interesting, relevant.
- Better able to address CASAS standards
- Linda gave me some good ideas for ESL lessons.
- Telling why we are doing this activity
- Colors, stamps, and pictures
- Resource materials book. I want a collection of my own.
- Materials sampler
- Color types
- New strategies in teaching

7) What did the speaker do to make workshop a success for you?
- Articulate, meaningful, humorous, resourceful.
- Keep things interesting
- Interesting topics, information
- Variety
- Gave me some good ideas
- Presented the topics very well.
- Speaking clearly and in an enthusiastic progress.
- Kept it moving/lively/active
- Stimulate and encourage me to attend the next session.
- Inject humor
- Knowledgeable, excellent modeling, and well paced.
- Stayed on task – clear presentation.
- Wonderful speakers; sharing the topic

8) What other topics would assist you in teaching?
- This workshop mostly dealt with ESL; what about other courses.
- About meeting students' needs
- Specific materials and ideas for the classroom.
- Ways to track students' progress.
- Strategies
- More ideas and interactive class activities; list of speakers to contact.

9) What additional materials and activities would assist you in teaching?
- The materials promised for next time.
- Observing other ESL classroom teachers.
- More techniques in ESL
- Computer or laptop.

10) Additional comments:
- Excellent presentation
- More "tried and true" successful lessons from experienced ESL teachers like Linda Damas etc.
- Good work!
- Time flew! Thank you!

Adult Basic Education (ABE) Teacher Development Project
**Using Standards to Choose and Use Instructional Materials for ABE/ESL Learner**
Saturday February 26, 2000
8:30 a.m. - 12:30 p.m.
Moanalua High School Library
2825 Ala Ilima Street

## Agenda

| | | |
|---|---|---|
| 8:30 - 8:45 a.m. | Registration | Craig Okumura<br>WCCC Staff |
| 8:45 - 9:00 a.m. | Welcome, Introduction, & Logistics | Ruth N.Truce<br>ABE Coordinator |
| 9:00 - 9:20 a.m. | What is effective Teacher? | Catherine Wong<br>ABE Teacher<br>Christine Wakida<br>ABE Teacher |
| 9:20 - 9:40 a.m. | Teacher Strengths | Catherine Wong<br>Christine Wakida |
| 9:40 - 11:00 a.m. | Class Dynamics | Linda Damas<br>ESL Teacher |
| 11:00 - 11:10 a.m. | Break, refreshment & networking | |
| 11:10 - 11:35 a.m. | Aligning SCANS competencies with CASAS (Part 1) | Catherine Wong<br>Christine Wakida |
| 11:35 a.m. - 11:50 p.m. | Learning Materials Selection | Catherine Wong<br>Christine Wakida |
| 11:50 p.m.- 12:10 p.m. | Teaching Strategy Sampler | Catherine Wong<br>Christine Wakida |
| 12:10 - 12:20 p.m. | Wrap up and Evaluation | Ruth N. Truce |
| 12:20 - 12:30 p.m. | Door Prize | Craig Okumura |

EVALUATION (2/26/2000)

1) Topic objectives were clearly presented
Strongly agree – 3
Agree – 4
Disagree – 0
Strongly disagree – 0

2) Speaker showed good command of the subject
Strongly agree – 5
Agree – 3
Disagree – 0
Strongly disagree – 0

3) Speaker responded to needs of groups and encouraged participation
Strongly agree – 4
Agree – 3
Disagree – 0
Strongly disagree – 0

4) Program materials were used effectively
Strongly agree – 4
Agree – 3
Disagree – 0
Strongly disagree – 0

5) What did you get out of this workshop?
- Review of characteristics of an effective teacher.
- The materials were useful – it made me feel good about what I am doing.
- Good ideas – and confirmation that I am on the right track as a new ESL teacher.
- Techniques and strategies. The two ladies have a great rapport with each other.
- The different kinds of ideas and strategies from other members.
- Suggestions on what materials could be used with the CASAS tests.

6) What ideas/activities will you use when teaching?
-Workshop presentation format and the style.
- I will examine ESL 'level', CASAS competency and selection and preparation of lesson appropriate to the learner.
-Linda helped me with a known but not used with this class strategy.
- More use of props and "real-life" materials.
- Cause and effect.
- Color/ personality game.
- The real life skills materials.

7) What did the speaker do to make workshop a success for you?
- Interactive presentations; questions were answered individually.

- Workshop speakers made activities flow.
- The high level of energy – knowledge of material presented.
- Interactive tasks/activities.
- Encouraged participation from audience.
- Very warm and comfortable and assists you at all times.
- I could use the lesson plan sheet

8) What other topics would assist you in teaching?
- Classification and organization of resource to match CASAS competency.
- Can't think of anything now.
- Effective ways to 'teach' writing.

9) What additional materials and activities would assist you in teaching?
- Assessment/self-assessment tools and methods.
- Teaching strategies in packet are useful.
- The CASAS materials.
- More ideas on materials (audio tapes? Other? – and how I can get them?)
- Effective lesson planning.
- All the info I've seen will help my teaching.

10) Additional comments:
- More group techniques to promote different techniques of group process for the ABE class.
- I expected to see and examine instructional materials. Time for each activity – too short. I felt so rushed. I am not trained – I thought this workshop was going to address this topic.
- Mahalo!
- Too cold.
- Was hoping for other ESL teaching material that we could use in our classrooms.
- The handouts will be very useful. Thanks. 'Real life' ads, etc. are great too!

Adult Basic Education (ABE) Teacher Development Project

# Using Standards to Choose and Use Instructional Materials for ABE/ESL Learners (Part 2)

Saturday, March 4, 2000
9:00 a.m. -12:00 p.m.
Keaukaha Library
240 Desha Avenue
Hilo, Hawaii

## Agenda

| | | |
|---|---|---|
| 9:00 – 9:05 a.m. | Welcome | Catherine Wong<br>(ABE Teacher,<br>Hilo Community School for Adults) |
| 9:05 - 9:25 a.m. | Review of 2/12/00 Workshop<br>Establish Priorities<br>Traditional vs. Standards-Based Practice<br>Planning Steps<br>Essential Documents | Catherine Wong<br>Christine Wakida<br>(ABE Teacher,<br>Hilo Community School for Adults) |
| 9:25 - 10:10 a.m. | Lesson Exemplar (ESL group)<br>SCANS/CASAS/GLO (ABE group)<br>Materials Selection<br>Strategies | Linda Damas<br>(ESL Teacher,<br>Hilo Community School for Adults)<br>Christine Wakida &<br>Christine Wong |
| 10:10-10:25 a.m. | Break & Networking | Christine Wakida &<br>Catherine Wong |
| 10:25 - 11:25 a.m. | Work Time (grouping) | Linda Damas, Christine Wakida, &<br>Catherine Wong |
| 11:25 - 11:55 a.m. | Lesson Sharing | Linda Damas, Christine Wakida, &<br>Catherine Wong |
| 11:55 a.m.– noon | Evaluation | Ruth N. Truce<br>(University of Hawaii) |

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EVALUATION (3/4/2000)

1) Topic objectives were clearly presented
Strongly agree – 9
Agree – 4
Disagree – 0
Strongly disagree – 0

2) Speaker showed good command of the subject
Strongly agree – 13
Agree – 0
Disagree – 0
Strongly disagree – 0

3) Speaker responded to needs of groups and encouraged participation
Strongly agree – 12
Agree – 1
Disagree – 0
Strongly disagree – 0

4) Program materials were used effectively
Strongly agree – 10
Agree – 3
Disagree – 0
Strongly disagree – 0

5) What did you get out of this workshop?
-Good practical ideas.
-Shared good ideas about teaching ESL.
-Timely review, need follow-up emerging info from CASAS and others.
-A good pulse on what is being used in ESL and ABE connections to CASAS and adult standards.
-Better lesson planning to meet standards.
-A better understanding of what I need to be doing in my classroom.
-Creating a lesson plan using SCANS/CASAS.
-An easier lesson plan.
-CASAS/SCANS, class alignment strategies.
-I enjoyed listening to everyone's ideas.
-Lots of info. and scared that I might have to turn in lesson plans in the future..
-Alignment of CASAS and SCANS.
-Additional information for lesson plans.

6) What ideas/activities will you use when teaching?
-Start making a materials binder, use more practical ideas.
-Lesson plan procedure and format.
-All.

-More variety in presentation.
-More active learning and application to real life.
-Apply real life topics in teaching.
-I am now able to complete a successful lesson plan and useful material resource.
-Giving directions.
-Got several ideas for lessons based on CASAS competencies.
-Map use, Big Island activities, presentations.
-Effective lesson plan.

7) What did the speaker do to make workshop a success for you?
-Excellent charts, great organization.
-Speaker very knowledgeable, shared information.
-Handouts, examples.
-Very meaningful and practical.
-Exemplar – laid out as a guide.
-Gave lots of examples.
-Give examples of the lessons.
-Charts and examples/strategies.
-The speaker was dynamic, informative, and had a good variety of readings to hand out.
-Kitty's way of presenting the workshop, all the handouts.
-Both of them knew what they were saying. Knew their topic well.
-Meet specific needs.

8) What other topics would assist you in teaching?
-How to accommodate students who come and go.
-Just continue same topics.
-EFF
-Other success compact models.
-Some ideas in math.
-More discussion of comparative linguistics would probably be helpful for most people.
-More ESL materials selection.
-More on CASAS vs SCANS.

9) What additional materials and activities would assist you in teaching?
-More hands-on projects.
-More interaction time with teachers.
-I would like to have flash cards and posters- for ESL –(used to be available from Univ. of Michigan)
-Updated texts.
-More teaching skills.
-More specific ESL workshops (placement retaken etc.)

10) Additional comments:
-Great seminars – I learned a lot!
-Thank you! Well done!
-Very informative workshop. Thank you.

-Questions above N/A to my non-teaching role. My observation-relevant useful to instructors.
-Wonderful workshop!
-Perhaps the ESL people might be interested in having a materials writing team that would write materials which the ESL could have at their disposal – I think this is important because being in Hawaii we have many considerations to think about in covering the CASAS standards. It is difficult to find materials produced for ESL classes in other areas.
-Not enough time.
-Continue next year.

University of Hawai'i, College of Education's Adult Basic Education (ABE) Teacher Development Project
in partnership with Community Schools for Adults presents

**Using Standards to Choose and Use Instructional Materials for ABE/ESL Learners**
**Part II**

Saturday April 8, 2000
8:30 a.m. -12:30 p.m.
Farrington High School Library

## Agenda

| | | |
|---|---|---|
| 8:30 a.m | Welcome | Catherine Wong<br>ABE Teacher<br>&<br>Christine Wakida<br>ABE Teacher |
| 8:45 a.m. -9:00 a.m. | Review<br>-Effective Teachers<br>-Knowing Strengths & Weaknesses<br>-Assessing Class Dynamics | Catherine Wong<br>&<br>Christine Wakida |
| 9:00 a.m. - 9:20 a.m. | *CASAS Class Profile | Linda Damas<br>ESL Teacher |
| 9:20 a.m. -10:05 a.m. | Tool Box-Active Learning Strategies | Linda Damas/<br>Catherine Wong/<br>Christine Wakida |
| 10:05 a.m. -10:20 a.m. | Break | |
| ABE & ESL SPLIT INTO SEPARATE GROUPS | | |
| 10:20 a.m. -10:50 a.m. | Demo Lesson & Rubrics (ABE)<br><br>ESL Standards Work (ESL) [till 12:15] | CatherineWong/<br>Christine Wakida<br><br>Linda Damas |
| 10:50 a.m. -11:00 a.m. | ABE Task Explanation | Christine Wakida/<br>Catherine Wong |
| 11:00 a.m. -11:50 a.m. | ABE Work Time | |
| 11:50 a.m. -12:15 p.m. | ABE Sharing | |
| 12:15 p.m.-12:30 p.m. | Wrap up (ABE & ESL Regroup)/<br>Evaluation | Ruth Truce |

EVALUATION (4/8/2000)

1) Topic objectives were clearly presented
Strongly agree – 7
Agree – 7
Disagree – 0
Strongly disagree – 1

2) Speaker showed good command of the subject
Strongly agree – 8
Agree – 6
Disagree – 0
Strongly disagree – 1

3) Speaker responded to needs of groups and encouraged participation
Strongly agree – 8
Agree – 5
Disagree – 1
Strongly disagree – 1

4) Program materials were used effectively
Strongly agree – 8
Agree – 4
Disagree – 1
Strongly disagree – 1

5) What did you get out of this workshop?
-Setting goals, making clear why we are doing things are important.
-Katherine Wong brainstormed with Alvin and me very useful he completed forms.
-I realize my weak points in teaching.
-I need to focus on relating learner more to activities to motivate students.
-Setting goals, objectives.
-Good support.
-New ideas to use in class networking, more information about the CASAS, interesting handouts.
-Performance standards for CASAS should be the curriculum.
-That there are standards to ABE not only by law but by a lot of prior thought.
-A lot of valuable materials that I can use in my ESL class.
-Ask for more work time to complete forms.
-A good lesson plan.
-Lots of useful info that I can organize and share with other teachers.
-Specific ideas for lesson planning.

6) What ideas/activities will you use when teaching?
-Lesson plan "Planning Steps," students evaluation rubrics.
-I gotta go home and read them and use them.
-I will try to let my students get involved more.

-My favorites are [illegible]e writing ideas.
-Using CASAS c[illegible]mpetences, lesson plan, student assessment.
-Try more stude[illegible] generated assessment.
-Labels info (ES[illegible], types of retell, other ideas from handouts.
-Lesson plans.
-Strategies crea[illegible]e ideas.
-Use CASAS I.D.
-Lesson Pannin[illegible] sheets.

7) What did the speaker do to make workshop a success for you?
-Personal discussion on my own problems on hand.
-Katherine takes relevant information and teaches for application.
-The speakers are very well-organized.
-Real.
-Explain topics clearly.
-Made us feel comfortable.
-Clearly presented, very interesting! I also enjoyed the humor!
-I loved their enthusiasm and their handouts of everything that they presented.
-Lot of enthusiasm.
-Provided a lot of sample lesson/concrete examples of what we can use in our classes.
-Good pace, practical.
-Informed and related ideas to real life situations.
-Great interaction between speakers.

8) What other topics would assist you in teaching?
-Group processes using critical thinking skills.
-Need to take time after to try some of these.
-Would be helpful to have some insight to the compass tests.
-Monthly meetings.
-How to deal with different personalities.
-Group discussion of what works.

9) What additional materials and activities would assist you in teaching?
-Money (?)
-Lesson plan sheets and rubrics.
-Good materials.
-Thanks to speakers for suggestions. Where else like (TESOL) can we get "free" materials.
-More books to look at.
-Ideas for class and materials.

10) Additional comments:
-Great workshop again! Mahalo.
-Thanks.Great fun!
-Excellent workshop. Thanks for sharing your knowledge! Wonderful and God bless you abundantly.
-Great presenters.